

Pupil Premium Strategy Statement

School name: Forest Hills Primary School (Western Springs)

Academic years covered by strategy: 2020 – 23

Date this form completed: 01.09.20 for AY: 2020/21

Next review date: April 2021

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2019-20)					
Total school roll	(R-Y6) 88	Progress scores Reading, Writing, Maths	-4.38 (WS)	-12.92 (WS)	-9.04 (WS)
			-4.96 (DP)	-13.13 (DP)	-10.06 (DP)
% disadvantaged pupils	35% (56% Oct 20)	% meeting expected standard R,W,M (KS2)	10% (WS)		
			0% (DP)		
Pupil premium allocation this year	£41,700 (April 2020- March 2021) £58,000	% achieving high standard R,W,M (KS2)	0%		
Senior leader signing off this strategy	Sarah Powell	% of pupils reaching expected standard in phonics check (end of Y1)	29% WS		
			22% (DP)		

Pupil Premium Strategy aims for disadvantaged pupils* medium term - cross-refer to School Improvement Strategy		By (date)
Progress in Reading, Writing	Achieve national average progress scores in KS2 Reading and Writing	Sept 23
Progress in Mathematics	Achieve average KS2 Mathematics progress score	Sept 23
Phonics	Achieve national average expected standard in PSC: 32	Sept 23
Other (e.g. attendance, subject specific etc.)	Improve the learning behaviours of disadvantaged pupils	Sept 21

Spending priorities and rationale (Current Academic Year)	
<i>Teaching</i>	
Priority 1: To focus on consistent inclusive teaching and a curriculum that provides opportunities for the development of English and language skills for our Disadvantaged Pupils.	
Priority 2: To work with teachers to acquire the professional understanding and skills to develop their pupils' resilience and metacognitive knowledge and strategies to become self regulated learners.	
Barriers to learning these actions address: Leaders will need to ensure consistency of monitoring and assessment, focusing on language acquisition across the curriculum and ensuring staff use evidence-based research on metacognitive strategies. In addition, pupils may need additional opportunities to address the lack of life experiences.	
PP expenditure on teaching	TBC
<i>Targeted academic support</i>	
Priority 1: To develop, embed and implement the social and emotional learning (SEL) intervention – See EEF research / ELSA research.	

Priority 2 To ensure small group interventions are implemented to support reading and the wider language acquisition of disadvantaged pupils and adults are equipped to measure the impact and evaluate these interventions The aim is to move the disadvantaged pupils from children catch up to keep up.	
Barriers to learning these actions address: Disadvantaged pupils may have low aspirations due to external factors and limitations in their wider experiences – emotionally and physically. This can lead to a reduced resilience and self-regulation of behaviours. The use of SEL/metacognitive strategies and smaller group interventions will support the development of these essential skills and attributes.	
PP expenditure on targeted academic support	TBC
<i>Wider strategies</i>	
Priority 1 To improve learners' attendance and punctuality to bring at least in line with national averages.	
Priority 2 To provide pastoral support to vulnerable families to improve attendance of identified families, to support the welfare of identified families such as CIN/CP and new to the area (relocated) and develop the provision for SEMH.	
Barriers to learning these actions address: Lack of parental engagement; educating the community / parents to the value of learning; promoting ambition in our young people so that they too value education.	
PP expenditure on wider strategies	TBC

Monitoring and implementation	
Pupil premium strategy lead: Sarah Powell	Pupil premium lead governor TBC
Teaching key challenge: To ensure consistency in high-quality inclusive teaching embedded across the school supplemented by well planned structured interventions led by well-equipped staff.	
<i>Mitigating action:</i> Use of phase meetings, staff meetings and INSET days to ensure focused and highly effective professional development (developing teachers subject pedagogical and pedagogical content knowledge).	
Targeted support key challenge: Ensuring enough time to support small groups and adequate staffing to deliver these interventions and robust monitoring.	
<i>Mitigating action:</i> Head of School and SENCo to take small groups.	
Wider strategies key challenge: To promote and support the acquisition of language (with phonic skills being undeveloped due to low starting points and historic under-achievement as a result of changes in teaching staff).	
<i>Mitigating action:</i> Working closely with the Trust SLEs and consultant and LA support to support the development of the skills needed in teaching staff alongside the early identification and support of vulnerable families. To ensure the development of phonics and vocabulary are a foci and key priorities throughout the curriculum.	

Last year's pupil premium priorities and outcomes: No Pupil Premium Strategy was set for 2019-20
Priority:

Outcomes:
Priority:
Outcomes:
Priority:
Outcomes:
Priority:
Outcomes: